

Business Law

Course Description: This course develops an understanding of legal rights and responsibilities in personal law and business law with applications applied to everyday roles as consumers, citizens, and workers. The student will have an understanding of the American legal system, courts/court procedures, criminal justice system, torts, the civil justice system, oral and written contracts, sales contracts and warranties, and consumer protection. Legal terminology is emphasized. Leadership development will be provided through FBLA.

Content/Process

Students will

1. identify ways laws affect individuals, sources of law, constitutional rights and responsibilities of U.S. citizens, and the responsibilities of government.
2. describe and analyze the American Legal System
3. compare and contrast elements of civil (torts) and criminal law
4. identify the essentials of a contract and examine the characteristics of contracts.
5. explain various aspects of consumer protection including deceptive advertising, agencies which aid the consumer, and federal legislation.
6. Explain commercial contracts and warranties.
7. explain about real and personal property and wills
8. examine and evaluate leasing of real property
9. examine and evaluate property and casualty insurance
10. describe rights and duties of employee, employer, and independent contractor and other important aspects of employment.
11. identify legislation (e.g., civil rights, right to privacy, and ADA) affecting personnel practices (e.g., compensation, promotion, recruitment, selection, termination, and training and development).
12. describe legal reasons for terminating employees (e.g., employment at will, embezzlement, violation of company policy).
13. examine ways businesses can be created including their rights, limitations, and liabilities.
14. examine and evaluate a code of ethics (i.e., business & personal).
15. develop an understanding of a business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions (anti-trust laws, organized labor, and regulatory agencies).
16. apply ethical considerations resulting from various situation (e.g., technological advances, international competition, employer-employee relationship, and consumer relations).
17. research career opportunities in the legal profession.
18. utilize activities of FBLA as an integral component of course content and leadership development.
19. demonstrate employability and social skills relative to the career cluster.
20. apply communication skills within the technical content.
21. differentiate between different types of bankruptcy filings.

Connections

Kentucky Occupational Skill Standards
National Business Education Standards

Course Title	Business Law	Grade Levels	9-12	Credit Value	1.0
Description	This course develops an understanding of legal rights and responsibilities in personal law and business law with applications applied to everyday roles of consumers, citizens, and workers. The student will have an understanding of the American legal system, courts/court procedures, criminal justice system, torts, the civil justice system, oral and written contracts, sales contracts and warranties, and consumer protection. Legal terminology is emphasized. Leadership development will be provided through FBLA.				
Resources	Law for Business and Personal Use - Adamson & Morrison Local Attorneys and Law Enforcement				
Unit Title	<u>Basics of the Law</u>				

Technical Content

1. Identify ways laws affect individuals, sources of law, constitutional rights and responsibilities of U.S. citizens, and the responsibilities of government.
2. Describe and analyze the American Legal System.
3. Compare and contrast elements of civil (torts) and criminal law.
17. Research career opportunities in the legal profession.
18. Utilize activities of FBLA as an integral component of course content and leadership development.
19. Demonstrate employability and social skills relative to the career cluster.
20. Apply communication skills within the technical content.

National Standards

National Standards for Business Education - I. Basics of the Law

Achievement Standard: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law

MBA Research - Instructional Area: Business Law

Knowledge and Skill Statement: Understands business’s responsibility to know and abide by laws and regulations that affect business operations and transactions

MBA Research - Instructional Area: Communication Skills

Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information

KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Government and Civics - Social Studies

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Safety and Ethical/Social Issues - Technology

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

English/Language Arts Standards

- CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)
- CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Technical Literacy Standards

- CCSS.ELA-Literacy.WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
- CCSS.ELA-Literacy.WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns
- CCSS.ELA-Literacy.WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented
- CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic
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- CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

21st Century Skills and Knowledge

- Collaboration
- Communication
- Civic Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-Cultural Skills

KOSSA Standards

- 2005.AA.1 Utilize effective verbal and non-verbal communication skills
- 2005.AA.2 Participate in conversation, discussion, and group presentations
- 2005.AB.1 Locate and interpret written information
- 2005.AB.3 Identify relevant details, facts, and specifications
- 2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 2005.AF.1 Recognize the potential risks associated with Internet use
- 2005.AF.3 Practice safe, legal, and responsible use of technology in the workplace
- 2005.AG.2 Demonstrate effective and appropriate use of social media
- 2005.EE.1 Recognizes diversity, discrimination, harassment, and equity
- 2005.EG.1 Contribute new ideas
- 2005.EG.2 Stimulate ideas by posing questions
- 2005.EG.4 Locate and verify information
- 2005.OD.3 Identify positive and negative stressors in the business environment

Learning Targets

a. Explain the stages in the growth of the law.

b. Describe the differences between common law and positive law.

c. Identify the origin of the U.S. legal system.

d. Identify the four sources of the law.

Sample Learner Activities - Click in the box to go to Activities

a1. Foldable on four stages of law - students draw graphic to depict each stage.
a2. Paperclip Activity - Groups with pile of paperclips (tell them to play the game). They do not know what to do. Establish the rules/laws for the game. Introduce why we have laws.

b1. Timeline for Common Law

c1. Judge Guest Speaker

d1. Graphic Organizer.

e. Discuss how conflicts between laws are resolved.	e1. Have students list rules they have at school and at home. Ask which would they change and why. Discuss what the "consequences" would be if these laws/rules didn't exist.
f. Compare and contrast criminal and civil law, and substantive law and procedural law.	f1. Have students search newspaper/internet articles for 10-12 stories about criminal and civil cases. Describe. r2. Write scenarios for criminal/civil cases. Describe what makes them civil or criminal.
g. Define ethics.	g1. Watch "Catch Me if You Can" - identify content related to movie.
h. Compare and contrast consequence based ethics with rule based ethics.	h1. Give scenarios and have students discuss the process of making decisions. h2. Discuss/research how ethical behavior varies among cultures.
i. Discuss ways in which ethics are reflected in laws.	i1. Pick an action for the civil rights movements. Discuss rights and wrongs.
j. Identify the documents written in the course of the nation's founding.	j1. Watch "Born Yesterday" movie. Discuss. j2. Team teach (groups teach class each document). j3. Learning Stations for each document. j4. Bill of Rights - Foldable for each ammendment. j5. Partners are given an amendment and they each come up with a unique way to remember what the amendment does.
k. Explain how the US Constitution addresses and protects citizens' civil rights.	k1. Watch YouTube "School House Rock" video for Bill of Rights. k2. Pick Amendment and tell how their life would be different without that amendment.
l. Describe and explain the system of checks and balances in the US Government.	l1. Find list of "failed amendments." Students pick one and explain their opinion. i2. Politician/Judge guest speaker.
m. Understand the issues of jurisdiction that arise with Internet use.	m1. Freedom of speech with social networking - facebook and twitter. Do you believe you can type anything?
n. Explain how disputes can be settled without going to court.	n1. Use examples of Peoples Court and discuss. -- Youtube.
o. Name the different levels of courts and describe their jurisdictions and powers.	o1. Judge guest speaker. o2. Think/pair/share. o3. State vs. Stallman -- Research and explain. o4. Give students scenarios -- they have to pick which court would preside over case.
p. Identify the source of power of the federal courts.	p1. Draw out diagram of federal and state courts on posters. Have students list examples of a court case that would occur in each division. p2. Write a bill of rights for the school.
q. Identify and understand the elements that make up a criminal act and classify and identify the types of crimes that affect business.	q1. Law enforcement speaker (school officer). q2. Put "clues" in baggies. Pass out and let the students come up with role play.
r. Know the rights individuals have when arrested and their potential criminal liability for the actions of others.	r1. Role plays for different criminal cases. Audience has to determine which crime was committed and explain crime/consequences.
s. Explain the steps in criminal procedure.	s1. Role plays for Miranda Rights. s2. Watch "Gideon's Trumpet" s3. Watch "Lincoln Lawyer" s4. Watch "12 Angry Men" - Complete comic strip of process of trial in movie. Outline/Worksheet in files.

t. Distinguish a crime from a tort.	t1. Graphic Organizer. t2. Comic Strip t3. Create poem/rap/song on the 9 intentional torts. t4. Scenarios/ list elements of each one. t5. Simpson's Case - negligence t6. Draw pictures that represent the torts.
u. Identify the elements of torts.	See files.
v. Explain common intentional torts, strict liability and negligence.	v1. Poem/rap/song for torts. v2. Comic strip depicting each.
w. State the legal remedies that are available to a tort victim.	w1. Lawyer guest speaker.

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Resources	Law for Business and Personal Use - Adamson & Morrison Local Attorneys and Law Enforcement				
Unit Title	<u>Contract Law</u>				

Technical Content

- 4. Identify the essentials of a contract and examine the characteristics of contracts.
- 5. Explain various aspects of consumer protection including deceptive advertising, agencies which aid the consumer, and federal legislation.
- 6. Explain commercial contracts and warranties.
- 17. Research career opportunities in the legal profession.
- 18. Utilize activities of FBLA as an integral component of course content and leadership development.
- 19. Demonstrate employability and social skills relative to the career cluster.
- 20. Apply communication skills within the technical content.

National Standards

National Standards for Business Education
II. Contract Law, Law of Sales, and Consumer Law
IX. Family Law
Achievement Standard: Explain the legal rules that apply to marriage, divorce, and child custody.
Achievement Standard: Analyze the relationships between contract law, law of sales, and consumer law.
MBA Research - Instructional Area: Business Law
Knowledge and Skill Statement: Understands business’s responsibility to know and abide by laws and regulations that affect business operations and transactions
Instructional Area: Communication Skills
Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information
Instructional Area: Customer Relations
Knowledge and Skill Statement: Understands the techniques and strategies used to foster positive, ongoing relationships with customers

KY Academic Standards (Big Idea)

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Safety and Ethical/Social Issues - Technology

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Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

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- CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

21st Century Skills and Knowledge

- Civic Literacy
- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- ICT (Information, Communications, and Technology) Literacy
- Information Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-Cultural Skills

KOSSA Standards

- 2005.AA.1 Utilize effective verbal and non-verbal communication skills
- 2005.AA.2 Participate in conversation, discussion, and group presentations
- 2005.AA.3 Communicate and follow directions/procedures
- 2005.AB.1 Locate and interpret written information
- 2005.AB.2 Read and interpret workplace documents
- 2005.AB.3 Identify relevant details, facts, and specifications
- 2005.AB.4 Record information accurately and completely
- 2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 2005.AF.1 Recognize the potential risks associated with Internet use
- 2005.AF.3 Practice safe, legal, and responsible use of technology in the workplace
- 2005.AG.2 Demonstrate effective and appropriate use of social media
- 2005.EG.1 Contribute new ideas
- 2005.EG.2 Stimulate ideas by posing questions
- 2005.EG.3 Value varying ideas and opinions
- 2005.EG.4 Locate and verify information
- 2005.OE.12 Develop an understanding of a business’s responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions (anti-trust laws, organized labor, regulatory agencies)

Learning Targets

a. List and explain the elements required to form a contract.

b. Describe the ways to end offers.

Sample Learner Activities - Click in the box to go to Activities

- a1. Research 3-5 groups/people that have been denied the ability to make contracts.
- a2. Jerry Springer contract/NFL Contract/NHL Contract

- b1. Youtube television commercials or magazing ads - Tell whether they are offers or inviitations to make offers.
- b2. Work in pairs to make an outline of the seven ways to end an offer -- draw a picture for each.
- b3. Create scenarios - tell ways it could be ended.
- b4. Create a reward/offer ad. for a "lost product"

c. Identify the two key elements in undue influence.	c1. Graphic organizer (using shapes on Microsoft Word) for duress and undue influence - including different parts and examples. c2. Have student pairs write and present before the class a situation in which one of them is the victim of duress or undue influence.
d. Recognize when genuine assent is and is not present.	d1. Give examples of scenarios and have students chose whether present or not. Include examples with fraud, misrep, etc.
e. Explain mistake, misrepresentation and fraud - concerning contracts.	e1. 2 Column chart -- fact and opinion. e2. Give a few examples then have students create their own. e3. Look up recent fraud cases (fake businesses, companies not completing work, elderly, etc.)
f. Identify the three requirements of consideration.	f1. Students write 5 promises recently made. Beside each list what they received. Review requirements and identify ones present.
g. Describe situations in which consideration is present and when it is not needed.	g1. Have students research local or national charitable organizations. Find annual budgets of at least 3. Have them calcualte percentage of each budget that comes with pledges. Compare to budget devoted to staff and overhead.
h. Identify parties who lack contractual capacity.	h1. Research state laws about deciisions that adults must approve for minors. h2. List on board - intoxicated and mentally incapacitated. What are the appropriate legal tests they must pass to invoke the laws protection.
i. Compare and contrast disaffirmation and ratification.	i1. Have groups of students write and record a song/rap/poem called "Warning, you are not too young!" to warn other minors about contacts that cannot be disaffirmed because of age. Or create flyer or brochure.
j. Discuss the statute of frauds.	j1. Divide class into five groups. Assign each group one of the five types of contracts listed within the statute of frauds. Have each group brainstorm specific situations that would illustrate its assigned contract type. Choose one and role play for the class.
k. Compare and contrast the transfer and discharge of obligations.	k1. Graphic organizer.
l. Name and describe various remedies for breach of contract.	l1. Create a spider map identifying ways then add an example in additional spokes.
m. Explain how a marriage contract is formed, legalized, and ended.	m1. Have students research famous couples and report on their prenuptial agreement or lack of. m2. Students have to write a prenuptial agreement for themselves or a given criteria. m3. Research at least 5 states and locate the marriage laws and requirements for each. m4. If "you" were to get married today, what would be the process you would have to go through. How much would it cost you? Include marriage license, clergy, and other costs.
n. Explain how the UCC treats unconscionable contracts and contracts of adhesion.	n1. school.cengage.com/blaw/lawxtra Choose chapter 13.
o. Recognize unfair trade practices.	o1. Have students write/create two public service announcements that warn consumers about unfair trade practices. One for radio/tv and one as a flyer or billboard.
p. Identify legal protections afforded consumers involved in sales transactions and warranties.	p1. Graphic organizer -- consumer protection. Who, what, remedies, terms.

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Resources	Law for Business and Personal Use - Adamson & Morrison Local Attorneys and Law Enforcement				
Unit Title	<u>Property Law</u>				

Technical Content

- 7. Explain about real and personal property and wills.
- 8. Examine and evaluate leasing of real property.
- 9. Examine and evaluate property and casualty insurance.
- 17. Research career opportunities in the legal profession.
- 18. Utilize activities of FBLA as an integral component of course content and leadership development.
- 19. Demonstrate employability and social skills relative to the career cluster.
- 20. Apply communication skills within the technical content.
- 21. Differentiate between different types of bankruptcy filings.

National Standards

National Standards for Business Education - V. Property Law
Achievement Standard: Explain the legal rules that apply to personal property, [and] real property and intellectual property.
X. Wills and Trusts
Achievement Standard: Determine the appropriateness of wills and trusts in estate planning.
MBA Research - Instructional Area: Business Law
Knowledge and Skill Statement: Understands business’s responsibility to know and abide by laws and regulations that affect business operations and transactions
Instructional Area: Communication Skills
Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information

KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Career Awareness, Exploration, Planning - Vocational Studies
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Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

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- 2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 2005.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 2005.AF.1 Recognize the potential risks associated with Internet use
- 2005.AF.3 Practice safe, legal, and responsible use of technology in the workplace
- 2005.OA.9 Identify financial risks to business
- 2005.OA.10 Identify ways to minimize and manage financial risk
- 2005.OI.1 Explain the relationship between ethics and governmental regulations
- 2005.OI.2 Recognize types of taxation assessed to businesses

Learning Targets

- a. Define and identify property and its classifications.
- b. State the different ways of acquiring property.
- c. Differentiate the various ways of holding ownership to property.

Sample Learner Activities - Click in the box to go to Activities

- a1. Use magazines. Have students cut out pictures of real and personal property and goods. Add to a poster board to compare.
- a2. Label advice about real and personal property poster. Write info from lesson.
- b1. Comic strip.
- c1. Create table organizer.
- c2. Divide into four groups On index card write joint tenancy, tenancy in common, tenancy by entireties and community property. Using art materials have each group create a chart that explains their type of ownership.

d. Discuss the ways in which bailments are created and ended.	d1. Create a spider map to identify the four characteristics that must be present for bailment to exist. d2. In groups, brainstorm examples of bailments and create a second map to depict bailment attributes of the examples.
e. Understand the rights and limitations associated with ownership of real property.	e1. izzit.org -- free video on imminent domain. e2. Have students write a paragraph describing difference between real and personal property. e3. www.lexisone.com -- examples of cases involving property.
f. Explain the rights and duties of landlords and tenants.	f1. Have a realtor or landlord speak. f2. Have students list what they think duties and rights what duties of landlords of tennants and landlords are -- pre-lesson. f3. Get copies of leases -- compare - critique who would or would not get the lease agreement.
g. Identify the common types of insurance.	g1. Auto insurance lesson plan and handouts in files. g2. Have examples of insurance policies and actual tables.
h. Contrast the various types of property, casualty and auto insurance.	h1. Use a website to create a crossword puzzle. h2. Students debate -- should drivers in all states be required to obtain liability insurance before a drivers license issued.
i. Differentiate between dying testate and dying intestate.	i1. Research how each state law handles intestate and testate.
j. Describe how a decedent's property is distributed.	j1. Have students create a diagram on Microsoft Word with shapes, with numerical amounts of how cash would be distributed per capita and per stirpes with your family tree -- grandparents down (divide a certain amt of money). j2. Write a sample will -- include non-tangibles (One last trip to the movies, one more night at Gigi's, etc -- student friendly items to disperse) for their family and friends.
k. Identify various types of trusts.	k1. Speaker from the trust dept. of bank. k2. Graphic organizer.
l. Differentiate between different types of bankruptcy filings.	l1. Speaker. l2. Graphic organizer.

Course Title	Business Law	Grade Levels	9-12	Credit Value	1.0
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Resources	Law for Business and Personal Use - Adamson & Morrison Local Attorneys and Law Enforcement				
Unit Title	<u>Legal Forms of Business Organization</u>				

Technical Content

- 13. Examine ways businesses can be created including their rights, limitations, and liabilities.
- 17. Research career opportunities in the legal profession.
- 18. Utilize activities of FBLA as an integral component of course content and leadership development.
- 19. Demonstrate employability and social skills relative to the career cluster.
- 20. Apply communication skills within the technical content.

National Standards

National Standards for Business Education - IV. Business Organizations
Achievement Standard: Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace
MBA REsearch - Instructional Area: Business Law
Knowledge and Skill Statement: Understands business’s responsibility to know and abide by laws and regulations that affect business operations and transactions
Instructional Area: Communication Skills
Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information
Instructional Area: Economics
Knowledge and Skill Statement: Understands the economic principles and concepts fundamental to business operations
Instructional Area: Entrepreneurship
Knowledge and Skill Statement: Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

KY Academic Standards (Big Idea)

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Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

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- 2005.AF.1 Recognize the potential risks associated with Internet use
- 2005.OB.1 Compare forms of business ownership
- 2005.OB.2 Describe types of organizational structures and management levels
- 2005.OB.3 Identify the factors that influence an organization’s structure
- 2005.OC.1 Discuss the importance of vision, mission, goals, and objectives within the context of the business environment
- 2005.OD.3 Identify positive and negative stressors in the business environment
- 2005.OD.7 Describe why different managerial styles can be equally successful
- 2005.OE.1 Analyze how the impact of human resource activities help organizations to achieve their goals
- 2005.OE.2 Analyze the impact of outsourcing on businesses
- 2005.OE.3 Explain why orientation and training are necessary for successful employee performance

Learning Targets

- a. Define the three basic forms of business organization.
- b. Contrast the attributes of the forms of business organization.
- c. Descibe how each type of business organization are created and ended.

Sample Learner Activities - Click in the box to go to Activities

- a1. Graphic organizer with pros and cons of each.
- a2. Read scenarios, allow students to determine what types of businless the person in scenario should open.
- a3. Research large corporations (Pepsi, Hershey, Nike) -- how did the business start out? history?
- b1. Graphic organizer.
- c1. Research companies -- how they began and ended. Change of ownership, etc.

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Technical Content

- 10. Describe rights and duties of employee, employer, and independent contractor and other important aspects of employment.
- 11. Identify legislation (e.g., civil rights, right to privacy, and ADA) affecting personnel practices (e.g., compensation, promotion, recruitment, selection, termination, and training and development).
- 12. Describe legal reasons for terminating employees (e.g., employment at will, embezzlement, violation of company policy).
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- 2005.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 2005.OB.3 Identify the factors that influence an organization’s structure
- 2005.OC.2 Discuss characteristics of effective and ineffective leaders
- 2005.OD.3 Identify positive and negative stressors in the business environment
- 2005.OD.4 Determine appropriate reactions to stressors in the business environment
- 2005.OD.6 Identify available resources internally and externally for making professional contacts
- 2005.OE.4 Identify selection tools and determine why they are used (e.g., interviews, tests, reference checks)
- 2005.OE.5 Identify legislation (e.g., civil rights, right to privacy, ADA) affecting personnel practices (e.g., compensation, promotion, recruitment, selection, termination, training / development)
- 2005.OE.6 Describe criteria of an employee evaluation
- 2005.OE.7 Identify the impact of performance appraisals on employees and organizations
- 2005.OE.8 Compare compensation plans, benefit packages, and incentive programs available to employees
- 2005.OE.9 Analyze an employment contract
- 2005.OE.11 Describe legal reasons for terminating employees (e.g., employment at will, embezzlement, violation of company policy)
- 2005.OE.12 Develop an understanding of a business’s responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions (anti-trust laws, organized labor, regulatory agencies)
- 2005.OH.1 Recognize the legal issues related to managing a business in the global environment
- 2005.OH.5 Understand government/legal activities that affect global trade to make business decisions
- 2005.OI.1 Explain the relationship between ethics and governmental regulations

Learning Targets

Sample Learner Activities

a. List and explain employer and employee duties.	a1. Have students identify in writing, the duties imposed by law on employers and employees and explain why these duties exist. a2. Invite a human resources person. a3. Mock trial prep -- discuss duties or each position in a trial/court room. a4. Create court room diagram in Miscrosoft Word, using shapes and clipart -- add text boxes that describe each duty ot person involved.
b. Discuss the development of labor law.	b1. Create a timeline. (Web resources available for online timeline)
c. Recognize unfair labor practices.	c1. Students create a flipart.
d. Distinguish the role of OSHA.	d1. Download from Dept of Labor the Job Safety and Protection Poster. d2. Have students research types of assistances available through OSHA supported programs. d3. Speaker
e. Understand how a union is formed.	e1. Have students research the origin of "yellow-dog contracts." e2. Landrum-Griffin Act -- Union Bill of Rights
f. Describe negligence law and worker's compensation.	f1. Attorney or HR speaker. f2. Divide class into 5 groups. Assign each group a presentation topic -- to the class of one of the five federal laws prohibiting discrimination. f3. Create a brochure explaining discrimination laws and where to go for help.